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THE EDUCATIONAL REVIEW,
St. John, N. B.

For some time now the school teachers of St. John have been agitating for an increase in their salaries, and on January 22nd, a resolution asking for such an increase was read before a special meeting of the Board of School Trustees; but in our opinion unfortunately was defeated by a large majority. Whilst it might not be advisable to have endeavored to meet the

increased expenditure by an overdraft it certainly would have added strength to the movement if some resolution had been proposed and passed supporting the teachers in their request. For the year 1917 nearly every branch of civil administration, as a set-off against the high cost of living, has shown increases in salaries. Going back two years ago, in the days before the war, many branches of labor were receiving almost one-half of that paid to school teachers. Later their plea of increased cost of living, war prices, etc., resulted in higher wages being paid to that class, but in the case of school teachers their salaries remained unchanged though they had to meet the higher prices in all directions the same as other wage-earners.

We sincerely trust that when the Provincial Government meets that one of the first items to be given attention is that of the teachers' increase in salaries.

The world appears to be made up of three classes, pessimists, optimists, and actualists,— the two former being in majority. We run across people whose lives apparently fail to contribute to society's well being because of the constant pessimistic view-point which overshadows all action and thought. It is not uncommon to find such people airing their views about school and educational matters. Teachers, for instance, adopt this attitude frequently in their daily work. The pessimist generally has restricted ideas which prevent a proper view of life and its activities. The optimist on the other hand always appears to see the brighter side of everything. Unfortunately there is a lack of balance in judgment, with the result that the hobby of optimism is often ridden almost to death. Yet the world is better off for these extreme optimisms even though at times it may be unwarranted.

The great need today in education, as in other matters of importance in life, is a larger development of actualism. The men and women

who are willing to face conditions as they exist, analyze them in their elements, recognize the inferior as well as the superior in present conditions, and with an open mind plan ahead for the future, are the men and women of great value. Nowhere is actualism more important than in the every day school work. It is to be hoped that this happy combination which we call actualism, combined with sufficient pessimism and optimism to form a well balanced character, will dominate the minds of men and women who are actually engaged in educational procedure.

At the present time there is quite an agitation with reference to the eight hour working day, which, however, applies only to the adults. Might not this subject be discussed in relation to the school boy and girl?

The present system of home study in vogue among many schools is wrong. It is economically a mistake, and the effect it has upon a child in many cases is most deplorable. When a child gets through his school hours surely he ought to be free from study for the rest of the day. If a grown man is through when his eight hours of labor are completed why should not a school child have the same rights?

To cite a case, a boy whose education depended upon him being taught by some four different masters in the same school received four individual sets of home work to work out before he arrived at the school the next morning. The result being that instead of his growing brain having a change from the study of the day, it was kept working until long after the time when the boy ought to have been in bed. With what result? After some months of this continuous study, with little time for fresh air and recreation, just because he was honest and endeavored to carry out the instructions, he became seriously ill and was unable to attend school or do any studies for several months, thus losing all the advantages (?) he might have gained by overwork.

The old notion is that a teacher is a lesson giver, question asking, order keeping machine, also a detective, prosecuting attorney, patrolman, and *in locol parentis*.

It is about time teachers realized that their business, on the contrary, is, first, to inspire children with the love of study, and, second,

to show them how to study. Conditions at home are invariably unfavorable for mental concentration. At home the child does not study or he wastes energy in wrong method.

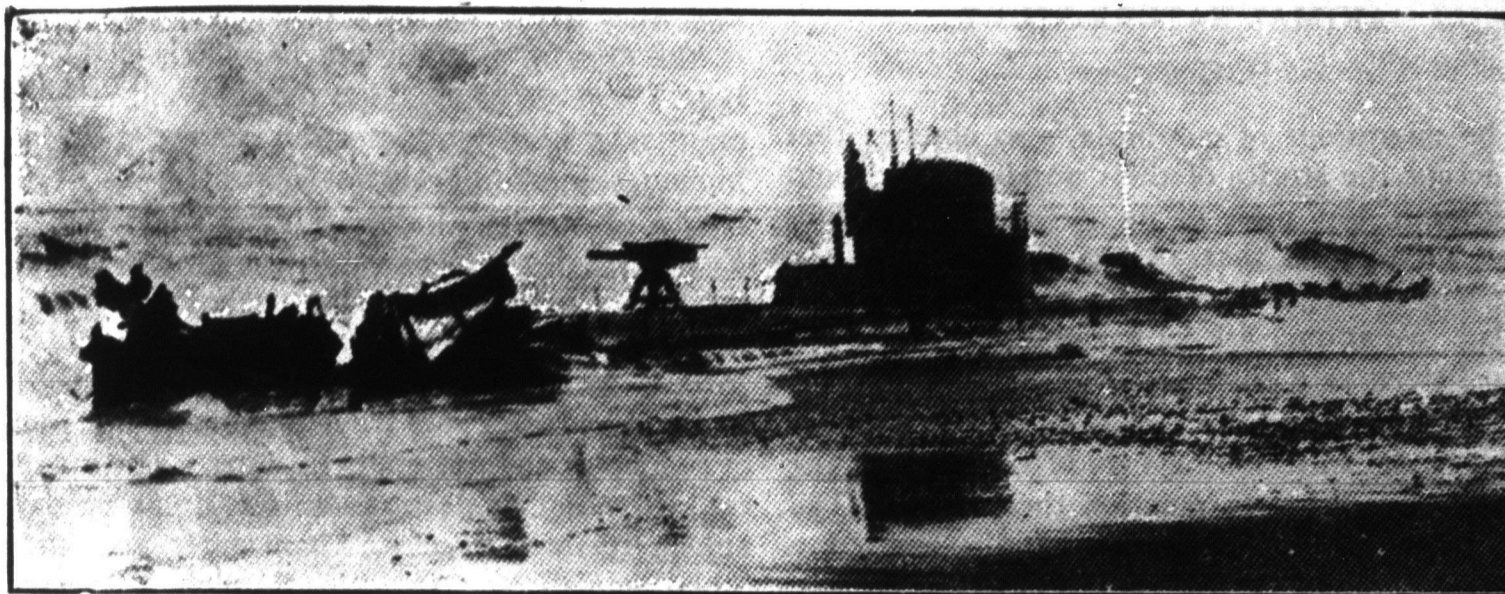
The place to study is in school where lessons should be taught, not simply the work of the previous evening examined, as is often the case now. When a school boy or girl leaves school he ought to have time for recreation and play. He needs that, together with family life, which is every bit as essential as his books.

We look forward to the day when home study will be abolished and the child's studies left behind as he leaves the school house door.

MISS ELEANOR ROBINSON.

Miss Eleanor Robinson, whose death occurred at her home in St. John on Saturday, February 3rd, after a brief illness, had but very recently resigned from the editorship of *THE EDUCATIONAL REVIEW*. So recently, indeed, that it was the intention of the present editor to say, in this issue of the magazine, a few words regarding the loss that the educational world had sustained in the withdrawal from active work even for, as it was hoped, a short time, of a factor as eager for the intellectual advancement of the community as was Miss Robinson. Unfortunately the many kind expressions of sympathy, the numerous eager enquiries for her welfare, and above all the deep appreciation of students for encouragement received, and from fellow workers for inspiration to carry on the day's tasks, cannot now bring with them the joy that comes when one looks out upon the task accomplished, and realizes all suddenly that it has been well done. This was the thought that was to have been the basis of a regret for the change that compelled Miss Robinson to leave the *REVIEW*, where, since the death of Dr. Hay, she has devoted herself largely to developing the ideas and aims for which the magazine was instituted. It is with a sincere sorrow that the announcement of her death is made.

Miss Robinson was the daughter of Mr. and Mrs. Thomas M. Robinson. Educated in her younger days at a private school, later she was a pupil of the St. John public school. She was always a student and was particularly interested in English literature. While a very young woman she opened a private school that was for a number



GERMAN SUBMARINE WRECKED ON THE NORTH SEA COAST OF JUTLAND, DENMARK.

This submarine came to grief on the coast of Jutland. In order to prevent anyone else salvaging it the vessel was destroyed by the Germans. The burst plates at the bow can be seen. The vessel is resting on the edge of a sandbank into which she is evidently fast sinking.

of years the best educational institution of its kind in St. John, and its closing, when larger demands were made upon her time, was to many parents a matter for regret. During all the years of teaching Miss Robinson, while never identified with the public school system kept closely in touch with the educational movement in Canada, especially in the Province, and was always in attendance at the local and provincial institutes, summer schools and conferences. She was active in the work of the Summer School of Science where her courses were largely attended, and to which she brought an enthusiastic interest. A prominent member of the Electric Club and also of other literary organizations, a leader of study classes and a sincere worker in her church, Miss Robinson gave freely of her mind and heart.

At Oxford, where some years ago she went for a special course, her research work and the ability she possessed to correctly estimate literary values, brought to her an especial commendation. As a critic of contemporary literature Miss Robinson was highly regarded by publishers, who found in her work a fairness as well as an open-mindedness that gave her judgments of books and writers their value.

A modest woman, quiet and retiring, but staunch in her adherence to her principles, Miss Robinson never realized the strength of her influence among her friends and associates. Her opinion was never lightly expressed, and had therefore the strength that comes from a careful weighing of

the situation. A deep spiritual insight and a keen sense of humour made the daily living a thing of joy to Miss Robinson.

It might not be out of place to speak of the work done by Miss Robinson in connection with her association with the Women's Auxiliary. For this organization she had written a number of papers on matters of broad spiritual significance. Some of these had the wider circulation they merited by being distributed as part of the literature of the society. This work which was a labour of love had apart from its reasoning and spiritual worth a literary value of unusual attainment.

The possibilities that the present hold for its women was a subject that interested her, and the manner in which the girls of this generation are reaching out toward the best and highest was to her a delight. It was in a measure to her the reward for the years of strenuous endeavour in which she had striven for an appreciation of the best and noblest things that a world, richly endowed, holds out to those who, if they will, may obtain.

Miss Robinson is survived by her father and mother, a sister and two brothers, to whom the sympathy of many friends is sincerely extended.

NOTE.— It was intended to reproduce a picture of the late Miss Robinson in this issue but owing to unforeseen circumstances same will appear in the March number instead.

ANIMAL NATURE STUDY.

H. G. PERRY.

The migrations of our birds is so obvious that we accept the stories of their wanderings without a question, but most of us are not so credulous when we are told that all organisms have in the long ages of the past been wide wanderers in many lands. We at once ask for examples in the present — to "show us a sign."

Though in an earlier issue of the REVIEW we spoke of the wide journeyings of the rat and the mouse, we venture to mention them again. The little house mouse is a native of India, but today is found throughout the globe; he early became an explorer and, hiding away in bags and bales of goods, has journeyed by caravan, ship and railway till he has reached the farthest corners of the earth. And even today he is still restless, for this ubiquitous little fellow is ever on the move — north, south, east and west, along our great arteries of trade and travel.

There is a little Scandinavian animal of the mouse kind, the lemming, whose ventures have never been so successful as those of its eastern cousin. The lemmings have a most peculiar history. Periodically they become so numerous that famine stares them in the face and they "must march or starve." One writer says: "The bands become an army which devastates as it goes, till their problem is solved in the waves of the Baltic or the North Sea;" others tell that foxes, wolves, buzzards, ravens and owls "batten on the mighty hordes," but are quiet about any disposition to suicide by drowning.

Contrast these wanderings and marches of the house mouse and the lemmings, with all their attendant destruction to property, with the habits of our native short-tailed meadow mice and the little long-tailed white-footed deer mice of the fields, and their very similar cousins of the fir woods. I have been unable to find any estimate of the destruction due to these little rodents in Canada, but it must be considerable; in the United States the damage due to the field mice alone, "in fields of alfalfa, of grain, and in nurseries and orchards," has been estimated at more than \$3,000,000.00 annually.

The wanderings of rats are even more pronounced and their depredations have been estimated to cost the world over \$100,000,000.00 annually,

and what is far worse they may carry the germs of the dreaded bubonic plague. This plague has been a scourge of mankind for ages and is said to exist as a persistent infection among rodents or human beings or both, in Central Asia, Central China, Northern India, Arabia and Southern Egypt.

"In its permanent centres, the plague exists as an acute and chronic disease of rodents. It spreads from these regions through the agency of the wandering rats travelling along the routes of commerce and especially in ships. The infected rat, arrived at its destination, sets up an epizootic among its own species, which later spreads to other animals and to man through the agency of fleas, producing the bubonic form of the disease. When an epidemic begins in a seaport town, the sewer rats are first attacked, two or three weeks later the house rats begin to die, and about four weeks later the epidemic of human plague begins. Rat fleas are rarely found on man or at large in human habitations as long as their normal hosts are at hand, but when the rats die of plague, then the fleas leave them, and becoming hungry they bite human beings and thus inoculate them with the plague bacilli."

This plague has become epidemic in Europe many times in the last two thousand years. "It is estimated that twenty-five million people died of the plague in the 'Great Mortality' of the 15th Century."

We have two species of rats in our country, the black and the brown, both importations from Europe. The black rat (*Mus rattus*) or Old English rat, the one referred to as "house rat" in the foregoing quotation, came to America in 1544; the brown rat (*Mus decumanus*), the "sewer rat," of the quotation the Norway or better the Hanoverian rat, reached England in 1728, and America in 1775, and has now almost wholly supplanted the black species. This rat is supposed to have had its home originally in Mongolia.

Fish as a group of animals have a strong migratory tendency, and in many forms it shows itself best in an annual return to fresh water spawning grounds in our rivers and lakes.

Salmon, bass, shad, gaspereau, and many other species of fish return to our rivers and streams in the spring. Their return indicates a fitting time to take up the study of fish in general. The fresh water eel goes to the salt water to spawn.

In studying the parts and points of a fish do not rely on pictures and drawings alone, but have a specimen or specimens before the class. A live specimen in an aquarium adds interest and illustrates many things about its swimming, breathing, feeding, etc., that no amount of explaining could make plain and intelligible to the average pupil.

A fish-map of Canada correlates the subject with geography, and the story of our fishery disputes gives it connection with history.

Send to the Commission of Conservation, Ottawa, for its report on the "Conservation of fish, birds and game" (issued 1916). It contains some valuable information and suggestions that the teacher may find helpful.

But other animals besides birds, fish and mammals have the wandering habit. The migrations and depredations of insect swarms have been recorded since the earliest days of history. And even within the confines of our Acadian district hardly a year passes without the sudden appearance of insect pests, in threatening numbers. All can recall ravages of the spruce budmoths, the tent caterpillars, and army worms, in various parts of our provinces in the last few years, and it is not so many years that the potato beetle, cabbage butterfly, and the horn-fly first reached us. And even now many other forms are threatening us, e. g. the Gipsy and the brown-tail moths.

As a migratory form the monarch butterfly has an interesting history. It is a native of tropical America, and spends the winter in the south, where it is often found in large swarms.

"Each mother butterfly follows the spring northward as it advances, as far as she finds the milkweed sprouted. There she deposits her eggs from which hatch individuals, which carry on the migration as far north as possible." In this manner, by a series of overlapping relays, it pushes northward and has been found as far north as the southern end of Hudson Bay. Upon the approach of fall they are often seen in large flocks making southward. But the monarch has also become a great traveller in other directions. Mr. Scudder tells us that it has been found at sea five hundred miles from land, and that within the last forty years it has spread over nearly all the islands of the Pacific, and even to Australia and Java. "It has also appeared at various times in different places on the seacoast of Europe."

Another invertebrate form, that deserves more

than a passing mention, is the marine shore snail or periwinkle, that is abundant between tide lines along our seashores.

It is a native of Europe, and was first found in America in the Gulf of St. Lawrence in 1855, and from this point has gradually migrated southward. It had reached Halifax by 1869; was found on the Maine coast, 1870; the New Hampshire coast, 1871; Salem, Mass., 1872; Woods Hole, south of Cape Cod, 1875; New Haven, 1880; Delaware Bay, 1891; and Cold Spring Harbor, near the western end of Long Island Sound, 1900.

The periwinkle feeds on seaplants, and has been reported to be useful in clearing up the seaweed from oyster beds.

These are a few examples, for the most part of comparatively local wanderings of animals, which have been of interest mainly on account of economic considerations. Biologically these examples indicate the chief ways by which animals have become distributed throughout the world. And it seems reasonable to suppose, that the laws of distribution we find in force today, have been operative in the geological ages of the past, making for us our modern animal geography, and indirectly giving us industries, and shaping nine-tenths of the commerce of the world.

THE EVENING GROSBEAK.

Bird students will be interested to learn that the Evening Grosbeak has again appeared in the Maritime Provinces. They have been seen at Amherst, and Professor DeWolfe of Truro writes that they paid him two visits, in Truro, during the month of January.

The first record of these birds in the Maritime Provinces was from Truro, March, 1913 (See REVIEW, April, 1913). Last year they were reported from various parts of New Brunswick and Nova Scotia. I shall be pleased to receive notes of their appearance this year. Let all bird students be on the watch for these rare birds.

The description of this bird, given by Chapman, is as follows: "Male, forehead yellow, crown black, upperparts olive-brown, becoming dull yellow on the rump; belly and scapulars yellow; wings and tail black; end half of the secondaries and their coverts white. Female, brownish-gray, lighter on the underparts more or less tinged with yellow, especially on the nape; wings black, inner

primaries white at the base, secondaries edged with white; tail black, the feathers tipped with white on the inner web; upper tail-coverts black tipped with white."

The bill of the Evening Grosbeak is very large, and yellowish in color; the bill of the Pine Grosbeak is blackish. This is an easy distinguishing point between the two birds.

HOW TO HOLD ATTENTION.

(Continued from January issue.)

24. *Use games; e. g.,* have two captains and a score keeper. Start the tables. If one side misses, the other side has a chance. Every miss counts against the side. The side having the smallest score wins.
25. *Use the restless pupil for monitor.* If he fails in his lesson, then he loses his position until he brings his work up.
26. In *questioning*, state the *question first* and then call on an individual. This aids in holding class interest.
27. *Occasionally have class close books.* The teacher reads a paragraph and some child tells what is read. Or let the class take pencil and paper and illustrate the paragraph, or reproduce it.
28. *Group or seat the class with care.* The child with weak eyes or poor hearing should be in the front, close to the board and close to the teacher. Put the mischievous boy in the back of the room where he will interfere but little.
29. See that *your attitude commands respect.* I have spoken of the mental attitude. The physical is very important. The teacher must stand erect, speak distinctly, walk lightly, have an orderly desk, etc., if she wants the pupils to have these habits.
30. *Plan definitely.* It is impossible to hold attention unless the teacher has her material organized and unless she has a definite aim in view.
31. *Use music* to cultivate attention. Play softly and have the class tap softly. Change the music suddenly to heavier sounds and have the tapping change. Stop suddenly and have the tapping cease. Play fast, then slow. Change your way of giving the work and keep the class guessing.
32. *Try the silent game.* If the room is noisy, get the room perfectly quiet and then write commands on the board; e. g., "Susie, please close the door." "James, please erase the board." "Susie, please get the paper by your desk," etc. Any one who makes any noise in moving must sit or stand at one side of the room until the game ends. Every command must be executed without noise.
33. When a child *loses* his place in reading, have him *stand* until he finds his place. He watches while others read, than after he has read, he passes to his seat again.
34. *Letting two rows compete for a mark* in reading holds class attention. This causes class-co-operation and good team work. The points noted are words which have to be told (the other side supply them), stumbling, failure to bring out the thought, and lack of feeling and lack of sympathy.
35. *Movement holds attention.* A teacher who moves too much will make a class nervous. Quietly change the position from the front to the back of the room. Pass down the aisle and whisper a word of encouragement to one who is trying. Help one who is finding the work hard, as in writing, formation of figures or some attempted handwork. When a teacher changes her position, she gets the room from a new viewpoint.
36. *Novelty appeals to a child.* If there is too much new, the child becomes abnormal in his desire for something different. Use just enough of the new to keep up a healthy interest. New devices for word drills, new games for speed and accuracy in the arithmetic, new songs, variation in the physical exercises, all aid in holding attention. Keep the children guessing as to what will happen next.
37. *A tidy, orderly room aids in holding attention.* If paper gets on the floor use the silent game under number 32. If flowers are brought in, arrange them neatly and artistically. Require each child to erase his board clean and leave the chalk under the eraser or stacked in one corner. Keep waste paper out of the desks and keep a neat desk yourself.
38. *Let the pupils do the work.* The teacher must be the guide. The pupils should do the measuring of liquids, the measuring of heights and distances; they should pass papers for class work take up material, as papers, oilcloths painting water, alphabet cards, etc. Only those who pay attention to their task can do this monitor work.
39. *Using stars on the spelling tablet for a perfect lesson* will help hold class interest and class attention. The danger in this lies in the fact that with many inexperienced teachers the device becomes more important than the lesson. Keep the device in the background. Praise the perfect lesson more than the number of stars.
40. *Use headmarks in spelling.* This will sometimes aid attendance as well as attention, but it has its dangers, same as the star device. Have a definite understanding about the headmark. The persons must stand head an entire lesson or an entire week. Have the rules definitely understood and require obedience. If you break the rules for one, then you must do it for all. Have the class consent to suspend the rules in an exceptional case, but the teacher who does, will be said to have favorites.
41. In *spelling*, have a *definite end* in view. If the class knows that the words learned are to be used in writing up a pleasant experience, or a note of invitation or a letter to mother or some sick friend, the children work much harder to master the words. This is a fine way to hold class attention.
42. *Have short periods.* From fifteen to twenty minutes is long enough for all subjects except handwork, nature and story. These subjects require more time on account of material to be passed and the drawing, paper-cutting, etc., which belong with them.
43. Put your work on the board in a *forceful, attractive* way. Work rapidly; write clearly and legibly; arrange the work neatly.
44. When a *word* or a *number* is missed, do not call attention to the *mistake*. Pass to the next pupil. If he can't call the word or number, and give the correct answer, pass down the line until the work is given correctly. Reward in some way the child who was giving close attention, as, putting the name

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45. If a story has several characters in it, ask them to listen closely and be ready to tell which character they like best and why. Each must defend his character. This arouses fine mental activity.

46. Use *dramatisation*; e. g., let one act some part of the reading lesson. Let others read the part that they think was dramatized, or let them *tell* the part of the lesson dramatized.

47. *Whisper a command or suggestion* to the child who is doing wrong. If his name is called out, he becomes the center of attention and this is exactly the thing you wish to avoid.

48. *Start a story* and stop at an *interesting place*. Say, "To-morrow at 9, I will complete the story." If you had good attention you are not apt to have any tardies the next morning.

49. Use *story books* to aid *class attention*. Let each pupil bring a story book or two from his home library. The teacher should read every book that is brought, and if any are objectionable, she should tactfully get rid of the books. For the children who get the lessons quickly and perfectly, let them select books, and after a story is read use the reading periods occasionally, and have each give a report on his book. This makes the class work to have good recitations and also to work rapidly.

50. In music, let *three or four of the best singers* try a new song first. After they sing it correctly, the others give closer attention and imitate the childish voices better than the mature voice of the teacher.

CHAMPIONS THE TEACHERS WHO ARE POORLY PAID.

Editor Amherst News:

Dear Sir.—Your first item under "Touchy Topics" in last night's issue is worthy of repetition. As a parent I blush every time I look an efficient teacher in the face and think of the mean little wage we pay for those into whose care we commit our children during the constructive period of their lives. If Nova Scotia is to have the best teachers then we must meet present conditions by increased salaries. A case came to my notice this week. One of our best teachers who was in receipt of \$300 left last year for a small western town. She was receiving here the large sum of \$30.00 per month for ten months of the year. She now receives \$860.00 per year and pays less for board than when in Amherst. Are we to give the west our best and future easterners suffer thereby?

Yours truly,

NOT A TEACHER.

ED. NOTE.—Our attention having been drawn to above by a subscriber, we publish same without comment.

BETTER AND BRIGHTER.

[A paper written by Rev. Frank Baird, M. A. which was to have been read at a proposed meeting of the Teachers' Institute, Woodstock, which was however, postponed.]

"If a man write a better book, preach a better sermon, or make a better mouse-trap than his neighbor though he build his house in the woods, the world will make a beaten path to his door."—*Emerson*.

I have never been quite sure that Emerson was right in thus speaking. One cannot be quite certain that merit is invariably rewarded in that sweeping and external way. If I had the time, and you had the patience to listen, I think I could cite a few cases where the better book and sermon—I pass over the mouse-trap not being an expert in craft of that kind—made but feeble and limited appeal. However the words contain some truth. Their meaning is obvious. Submitted to rigid analysis, searched with critical and scientific eye one may discover their hidden fallacy; but let that pass. We take it that Emerson here simply says, do better and you will be rewarded. With that few of us will quarrel; though many will continue to believe that the reward is internal rather than external, in the consciousness of well-doing, rather than in the appearance of applauding and prying pilgrims before our doors. Certain it is, the sentence is soundly constructed, the figure it contains is vivid and appealing, and it has this merit—it is a sentence which once heard is not readily forgotten; and the dash of humor with which it is illuminated more than atones for its too sweeping conclusion.

And now having shown that my text is unscientific, and therefore untrue, you will doubtless think it strange that I should proceed to preach a sermon on it. Probably by this device I shall arouse additional interest—surely a commendable virtue in a teacher. You will understand I do not claim it is wholly untrue. Like most epigrams, it is partly a lie; but it has the virtue of brightness, and as intimated its meaning is obvious. It contains a truth that many men have never apprehended, and a lesson that all school teachers may learn with profit.

You will observe that the sentence is very wide in its sweep. It is generally supposed that book writing, and sermon making are widely removed from mouse-trap construction.

School teaching may be presumed to lie somewhere between these widely removed extremes.

Now let us proceed to analyse Emerson's doctrine of *better* as applied to school work, to school teaching. Is it necessary that this appeal be emphasised? To any one at all familiar with the zeal and self-sacrifice that characterizes the teaching profession, it is evident that much faithful and laudable work is done. But this is not to say that we have by any means touched the highest point possible. We have gone far, and we have done much. But this is not to assent that we have attained unto perfection. This is not to claim that we cannot, that we must not, and may not, do better. We are not the age's crown. We have not tilled all fields, we have not improved all our opportunities, we have not yet availed ourselves of nearly all our magnificent educational privileges.

In this Province our educational liberty was purchased at a great price. The inception of our system was marked by fierce controversy, by charges and counter charges, by riot, bloodshed, even death. Are we worthy of the freedom we thus obtained? The schoolhouse is everywhere. The property of the country educates the children of the country. In Lord Brougham's splendid words, "The Schoolmaster is abroad in the land." Illiteracy is almost unknown. We have a finely balanced, a well-articulated, and logically arranged course of instruction. It is intensive and extensive. It begins with the school district, and covers the world. The pupil trained in our New Brunswick schools is at home in Rome, in Bagdad, in Jerusalem. The system is magnificent, the machinery is ample, the symmetry is marvellous, our higher educational executive officers are learned, zealous, painstaking and efficient. But this is not enough. We are not yet educationally efficient. We have seen some fruits of our system, and for what we have seen we give thanks; but we look for more. Measured by the time we have spent, by the system we have slowly built up since 1871, by the money we have expended, our results have been too meagre. Our spirits are still cold. The glamor and the glory of the educational ideal shines only in the souls of a few. We need an education day of Pentecost, when the educational spirit shall be poured out without measure,

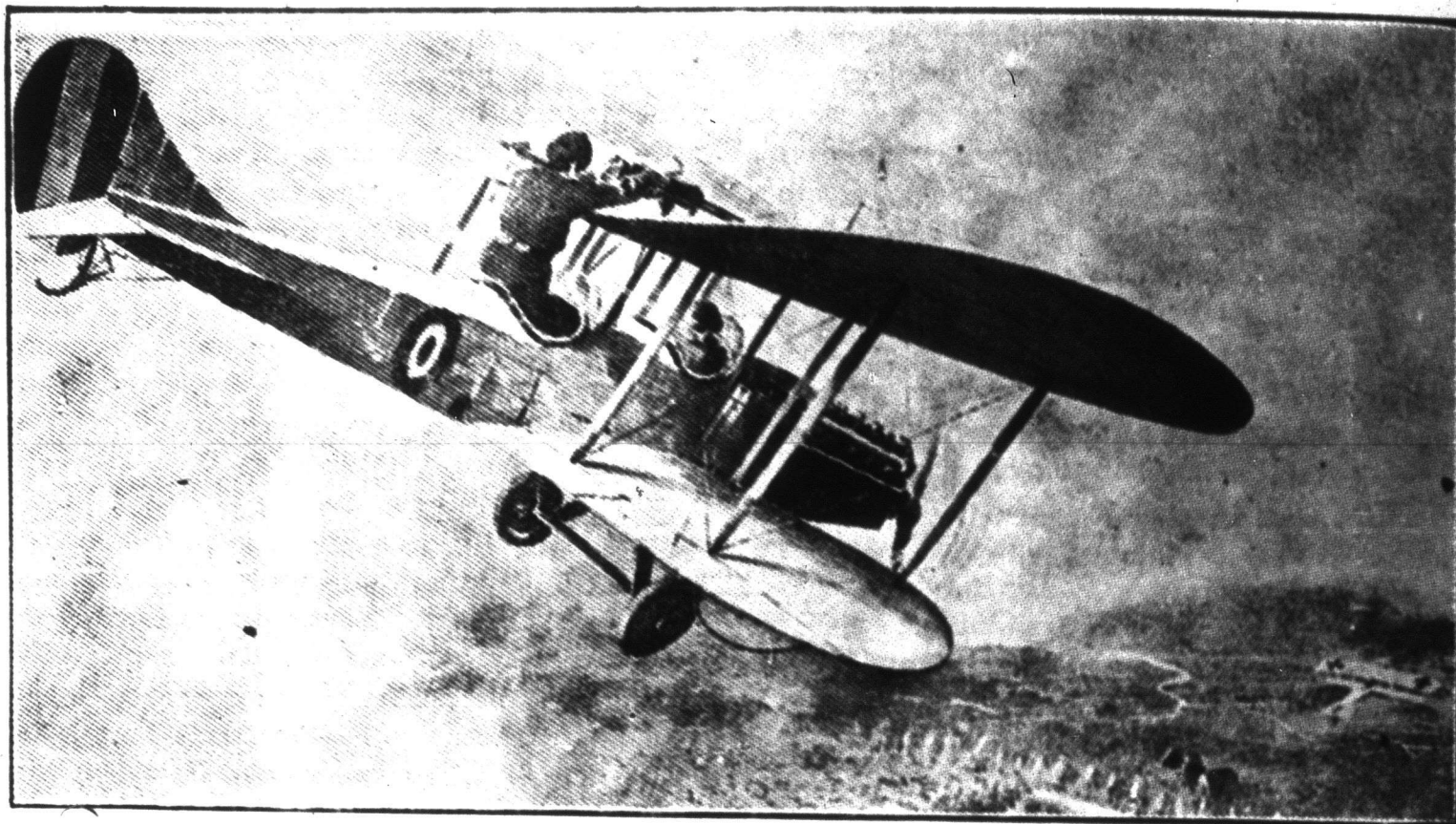
when the aristocracy of birth, and the aristocracy of wealth, shall be pushed into the background, and the aristocracy of learning shall come to the front and take its rightful and exalted place in the eyes of all our people.

How is this change to be effected? How is this county, and province to be renewed, inspired by a new educational spirit, filled with a new and holy passion for learning?

Now I do not profess to have discovered, after the mysterious manner of the quack, any special nostrum, any cheap panacea for all our numerous educational ills, but I do set before you, in all simplicity and candor, as a possible means to a great and commendable end, Emerson's doctrine of better. The beginning must be made here. This must be the key note as you begin the work of each day. To go to the root of the matter it must start with one's own heart and life. Ruskin has a long homily on the thesis that no man who is bad at heart can build an honest or a lasting wall. He argues that the lying heart will put lying stones into the wall; these, being defective will be searched out by the fingers of time, and the wall will fall. The conception is a pretty one, and its truth is apparent to all who think.

Therefore, as a watchword and motto, for the educational evangelization of your school, and district, and through these the province, I give the word BETTER. You will do well to begin with the inner life of the heart. You must exercise, drive out for all time, all interests but the one, namely, the interests of your school. You must magnify your office. You must make learning the greatest thing in the world for your pupils. You must leave law to the lawyers, medicine to the doctors, politics to the politicians. You must remember that you are paid a salary to do a specific thing; that there is a moral issue involved in your turning to the right or the left. Up to the limit of your physical and mental strength you must devote yourself to your great profession. To do this with any degree of success, you must purify your heart, purging it of the demons of indolence of self-seeking, of dishonesty.

This process of heart betterment will, of necessity, register outwardly. The betterment of your pupils will follow as a corollary deducible from your own life philosophy. Impressed with



A RUNNING FIGHT.

British scouting biplane in pursuit of a German albatross. Note the automatic rifle being operated by the observers.

an overpowering sense of the importance of details in your own work and life, you will come to see that a broad line that ought to be narrow, that an imperfectly constructed sentence, that an inaccurately drawn map, is an offence on the part of your pupil that must be magnified into something of the nature of a crime against the laws of the kingdom of learning. An idealist yourself, nothing but idealism in your pupils will satisfy. Thus will the light of true knowledge be distributed. The root evil in all our schools is the tendency to be satisfied with the slipshod, the shoddy, and the half-right. The soul of the scientist, of the true teacher, revolts at anything short of the full and concise answer. They desecrate the temples of learning who are not daily filled with a holy passion for accuracy, for perfectness.

Once, and for six brief months, I fell under the influence of a teacher to whom an error was a cause for the profoundest dejection of spirit,—I mean an error on my part, not on his. It was painful, on occasions, to see him. He seemed, at times, when our work was unusually bad, even to think of suicide to escape it all. On many occasions I am sure he felt as badly as did David when he wrote the Fifty-first psalm.

The good man is dead; he died prematurely; and I have always thought it was probably because he had pupils much like myself in his school to the end. He was, to many, just painfully fussy, a sort of old maid of a man. To myself and a few others, he was, like John the Baptist, a man sent from God. He did not teach me to do everything. But he showed me what it meant to have a great ideal and to follow on to realize it in any sphere no matter how humble. In a practical, and striking, but always humble and reverent way he exemplified Emerson's doctrine of BETTER.

In some way this man's spirit must enter into and take up its abode in the hearts of all our teachers. With the spirit of this man universalized, with a holy passion in the souls of our teachers for the educational redemption of themselves, of their individual pupils, and their respective districts; with excelsior written on their banner, and the doctrine of Better, the chief article in their educational creed—then as a Province, we shall find the lamps of Pharos burning with increasing brightness, and the splendor of the hoped for educational Pentecost will be upon us.

Concluded in March issue of the EDUCATIONAL REVIEW.

THE USE OF THE TEXT-BOOK IN THE RECITATION.

JOHN H. ARNOLD.

The text-book holds an important place in school affairs, for there could be no school were it not for text-book privileges. However, the text-book has been abused to a great extent and one of its chief abuses has been and continues to be the misuse during the recitation. There was a time when the text-book was thought to be the only thing worthy of consideration in school affairs, and the teacher who followed literally the outlines and suggestions as given in the text-book was considered as fulfilling all necessary obligations. Many teachers at the present time do no more, but demands and expectations have changed. No longer is the teacher expected to follow a text-book by hewing exactly to the line as shown by the book.

Text-books have been prepared to meet the requirements of pupils with whom the author is familiar. The author cannot be familiar with all classes of pupils in all parts of the country, therefore, what is satisfactory with pupils in one place will in all probability be unsatisfactory in another instance. Schools vary, pupils vary, and to make the text-book fill its great mission the teacher must vary the instruction to meet the needs of the specific school.

Then, again, text-books become out of date. What teacher could follow any printed text in geography and give the pupils instruction covering actual facts? New text-books are being constantly written, but it would be impossible to have text-books prepared rapidly enough to keep up to date with all the progress of the world, and neither would it be advisable to change books every time a new edition came from the press. It is even difficult to have sufficient books to supply the pupils under the present plan of keeping old texts for many years.

The text-books should be an outline guide in the hands of the teacher. It should not be followed literally. The teacher should not assign a certain portion for a certain recitation and then expect the pupils to learn that and nothing more. Many text-books have lists of suggestive questions, and there are teachers—pity them

and their pupils—who follow those lists of questions and when the pupils can answer the questions to the satisfaction of the teacher the next lesson is assigned and the recitation closes. Pupils under such instruction, by closely applying themselves to their work, become what has been termed mere walking encyclopedias, and the great trouble is that they are soon out of date.

The recitation is the most important part of school work. By giving close attention during the recitation period many students in college find that under a good instructor they can manage to secure passing marks without other study. While this is not advisable it shows the importance of the recitation and the use that a real teacher can make of it.

The teacher must know what is to follow in the next day's work before being able to properly use the text-books during the recitation. The text-book for the pupils is the foundation of knowledge for whatever subject may be considered, and that same text-book is for the teacher a working outline. If those two things will be kept in mind there will be little difficulty experienced and vastly fewer mistakes made while using the text during the recitation.

A teacher is not a teacher to whom the text-book doesn't suggest other material or information to be brought out and emphasized during the recitation. The great value of the text-book is the possibilities of creating interest in the subject, and material outside of the book is very often more interesting than any within. As an example, when studying a specific political campaign, the history recitation can be made more interesting as well as more valuable by considering a late campaign—one within the memory of the pupils. Thus the past becomes a living reality.

The recitation so frequently becomes a daily oral examination. This is particularly true where the text-book is literally followed with all the sacredness of a religious creed. Pupils are glad when the recitation is over unless they have an unusual interest aroused, and where the text-book is used exclusively there can be no intense interest, for the greatest interest comes with surprise. Where the pupils are eager for the recitation you can rest assured that the teacher has touched a vibrating chord which

extends beyond the confines of any book. The text-book acts as a line of guide posts to direct the traveler along the path of education, but there is nothing to prevent the gathering of the flowers blossoming by the wayside.

The pupils should not be expected to memorize the lesson. They should only be expected to get the fundamental facts so that they can give an understandable recounting of the facts in their own words. Too close following of the text tends to cause the pupils to commit to memory and that frequently minimizes the real value.—*Exchange.*

VALENTINE'S DAY.

If I were good St. Valentine,
A-making doves and darts,
I'd feel so glad and proud to know
My birthday white with frost and snow
Now means to little folks so much,
They call it, with a tender touch,
The Day of Loving Hearts!—A. E. A.

ST. VALENTINE GAMES.

BLANCHE E. MOYER.

Teachers usually like to observe all holidays in some way, yet not all could receive extra time for elaborate preparation. These guessing games answer the purpose splendidly, as they furnish recreation and are instructive as well.

Game No. I is meant for younger pupils, while No. II is meant for older ones.

I HEARTS.

1. How should we always greet our friends? (Heartily).
2. Where do we love to sit? (Hearth).
3. What kind of laughter is heard there? (Hearty).
4. What conduct would make us unhappy? (Heartless).
5. What pain would then afflict us? (Heart-ache).
6. How would we feel? (Heartsick) or (Heavy-hearted).
7. Describe such an affair. (Heartrending).
8. What flower would console us? (Heartease).
9. Under its influence, what would we then become? (Heart-whole or whole-hearted).

10. What do mothers have when children disobey? (Bleeding hearts).

11. What does she call them when they're good? (Sweethearts).

12. What sickness would overcome her through great sadness? (Heart broken).

13. What kind of sympathy is offered sufferers? (Heartfelt).

14. How should we all be? (Good hearted).

15. Name a favorite reverie. ("Hearts and Flowers").

NOTE.—If the paper on which the answers are written are "red" and cut "heart-shaped," it adds greatly to the game)

II A ROMANCE OF HEARTS FROM SHAKESPEARE.

1. Who were the lovers? (Romeo and Juliet).
2. What was their courtship like? (A Mid-summer Night's Dream).
3. What was her answer to his proposal? (As You Like It).
4. Of whom did Romeo buy the ring? (The Merchant of Venice).
5. What time of the month were they married? (Twelfth Night).
6. Who were the ushers? (Two Gentlemen of Verona).
7. Who were the best man and maid-of-honor? (Anthony and Cleopatra).
8. Who gave the reception? (Merry Wives of Windsor).
9. Where did they live? (Hamlet).
10. What caused their first quarrel? (Much Ado About Nothing).
11. What did their friends say? (All's Well That Ends Well).
12. Who taught Juliet to cook? (Macbeth).
13. On which make "range?" (Othello).
14. How did she use materials? (Measure to Measure).
15. What did she say after failures? (Love's Labor Lost).

The preparatory function of the high school is a minor one. Most of the graduates of the high school go, not into a higher institution, but into the work of life. Hence the course in English should be organized with reference to contemporary social needs, not with reference to college entrance requirements.

THE CHILDREN'S HOUR

DEAR BOYS AND GIRLS:

When "The Children's Hour" was introduced into the columns of the REVIEW last month, it was hardly anticipated that the feature would prove so popular and that the contest would bring in so many splendidly written lines. Up to the moment of our going to press there have been entries received from some eight hundred children representing schools throughout the Maritime Provinces, in many cases almost every member of rural schools appearing to have competed.

In the January issue I mentioned that the entries must be received at this office not later than February. I have now decided to make the closing date for this competition February 20th, and the result of same will be published in the March issue. I have been pleased to receive so many letters along with the contest entries, and trust that you boys and girls will often have occasion to write me. If there are any features you would like introduced in "The Children's Hour" let me know, and I will do my best to grant your wishes. Remember that all communications in connection with this page are to be addressed to,

THE EDITOR (CHILDREN'S HOUR),
EDUCATIONAL REVIEW,
ST. JOHN, N. B.

When John Scrubbed the Floor.

Company was coming and John's mamma had been very busy sweeping and dusting and baking.

To-day she was going to scrub the kitchen floor and then all would be ready. But just as she had everything ready she was taken sick and had to lie down.

"Oh, John! what shall I do?" she asked. "Your father will bring your aunt and uncle back with him to-night."

"I'll scrub the floor, mamma," said John.

"Oh, no, John! It's too hard work for you. I think you can get Mrs. Alvin to do it. Run and ask her to come right over. I'll take a nap and then I'm sure I'll be all right."

"I'll go now," said John, as he ran out of the house.

But Mrs. Alvin was not at home and his mother was asleep when he returned. "I'll do it," he said to himself.

And he set to work as he had seen his mother do, and in an hour the floor was all scrubbed as white as could be.

Then he went out to the woodshed for wood with which to fill the woodbox. It had rained the night before and the ground was soft and muddy. John forgot to wipe his feet on the mat and made great tracks of mud across the floor. As John turned around he spied them.

"Oh!" he gasped. "My clean floor? I forgot to wipe my feet. Mother is always telling me to wipe my feet, but I always forget. Oh, dear! I'll have to scrub it again. That's just what mother had to do last week when I tracked up her floor."

He slowly got the brush and more soap and water and scrubbed the dirty places.

"There!" he said; "it's done, and I'll be careful and wipe my feet hereafter."

And he really did, and every time he saw the door mat he thought of the time he had to scrub the floor twice and that helped him to remember.

A Good Reason.

They say that February
So flower-like is and dear,
The English poets call her
"The Snowdrop of the Year!"
They'd have another reason
If they lived over here
And knew her storms, to call her
"The snow-drop of the year!" — A. E. A.

The Flag Month.

F for the last short month.
Her days are loyal — very,
Like little Flags they flutter by,
Red, White, and Blue against the sky,
And "Hip, Hurrah! Hurrah!" they cry —
"Three cheers for February!" — A. E. A.

HELPS AND HINTS FOR THE RURAL TEACHER.

In these columns will be found, month by month, a collection of suggestions, and new ideas, contributed and gathered from various sources, which it is hoped will be of much value to the rural school teacher, and the editor invites readers of the Educational Review, to send in any little helpful methods of a similar nature, which have been tried and found to bring results.

Animal Charts.

LA RUE BLACK.

For language and geography work nothing can add to the interest of the class more than discussions on animals, their peculiarities, etc. Very effective charts may be made in the following inexpensive manner:

Take one sheet of red cardboard and cut it in halves. This one sheet will make two charts — one a domestic animal chart, and the other a wild animal chart. Take white animals, cut out of white paper — which may be traced from books containing animal pictures or drawn freehand — and paste these on the red cardboard and hang up for use.

I have made these charts and find them exceedingly useful and attractive to children.

Valentine Chase.

All the children form a ring or join hands around the room outside the seats and desks.

One child takes a folded paper or a real valentine in his hand, and walks around outside the ring. The children sing the following to the tune of "Dixie."

Some one comes creeping up behind you,
Looking, looking, till he finds you,
Look away, look away, for he's bringing you to-
day
A Valentine that will surprise you,
Shows how dearly he must prize you,
Haste away, haste away,
Try to catch him while we sing.

The children hold their hands out behind them, and the child walking around the outside places the valentine in some one's hand, and then runs. That child runs after him around the ring while the children sing:

For you, love, O, my true love,
For you, for you,
I'm bringing you a valentine,
For you, love, O, my true love,
For you, for you,
For you, love, O, my true love.

If the first child is not caught before he reaches the vacant place, he may try again. But if he is caught, the child catching him takes the valentine and walks around the outside of the ring while the children repeat the song again.

Suggestions:

Whatever else you do, or don't do, this February, teach your little folks a line or two a stanza, or a chorus of our national songs.

Have a Hero Day. Let each child tell who his favorite hero is, and why, and some little story about him — or her.

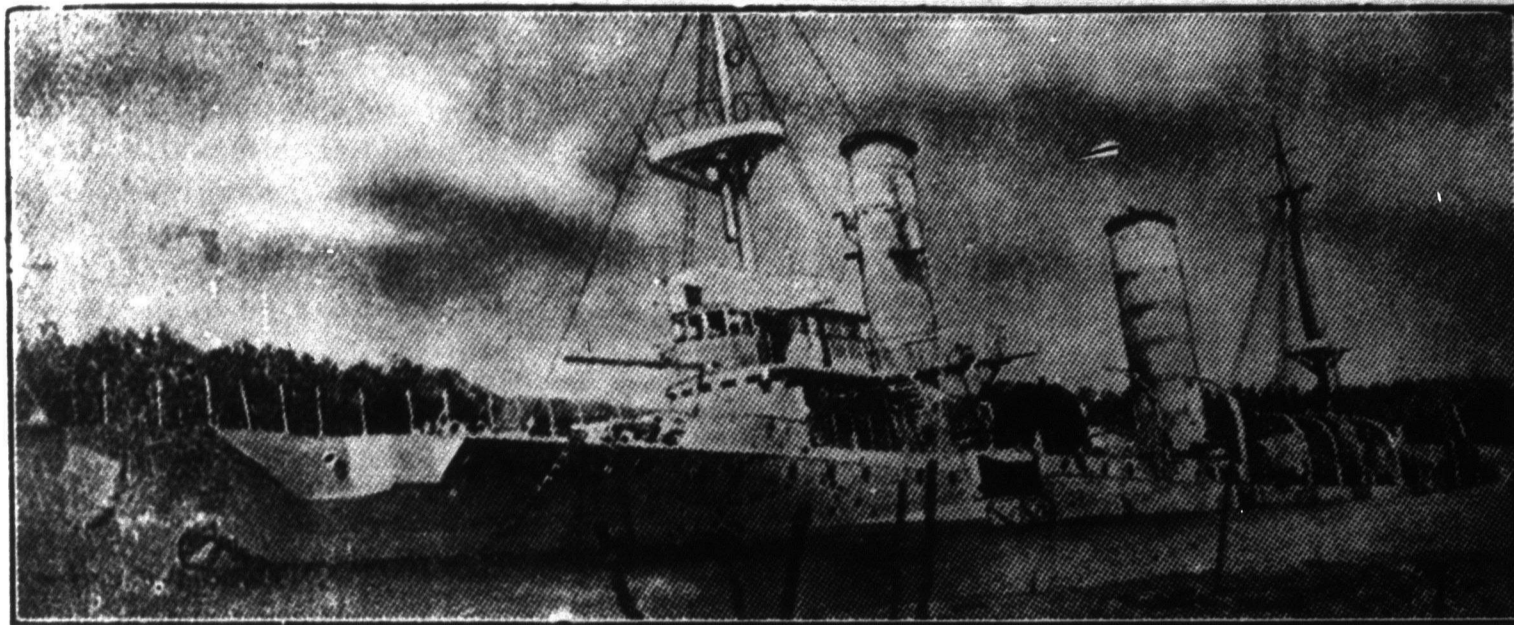
A TEACHER'S RAINY DAY BOOK.

HILDA RICHMOND.

No, it is not a book to be read to the children on rainy days, but rather a book bearing out the idea of the old saying that warns everyone to be ready with savings against the proverbial "rainy day." Every teacher knows that there are days and hours when overwork or illness or worry or the weather or some other cause will make the brain seem as empty as a last year's bird's nest, and it is for these occasions that one wise teacher made up what she called her Rainy Day Book.

There were pages of suggestions for games, for lessons, for stories, for little opening talks and for the self-government of the school. Some of these were mere outlines while others were entirely written out. She did not own a typewriter herself, but for a small amount she hired a young friend to type the pages for her, and for this reason she condensed as much as possible. A very few suggestions had been cut from papers and pasted in the book, but her aim was not to make a conventional scrap book.

Then she had many pages of worked out or thought out problems for the days when her brain was too tired to think. Every teacher knows how easy it is to fall into ruts with problems for examples, and present day after



THE DERELICT "KOENIGSBERG."

The German cruiser and raider "Koenigsberg," riddled with shot and shell, now lying on the mud in Rufji, Africa.

day little tests dealing with sticks of candy or sheep or books. The problems in the Rainy Day Book were made up when the teacher was at her best and dealt with the distances between places, the little geographical facts of her own town and things that were interesting to know as well as interesting to work. The same could be said about the sentences she saved up for the language lessons, for they culled from good authors instead of being ground out of a weary brain. I used to have a boy in one of my classes who had but one sentence for all occasions and that was, "The cow gives milk." And some teachers who have laughed over that story have confessed that quite often their brains turned out sentences quite as commonplace and as uninteresting as that.

Then there were little hints written out that the teacher had found in other schools. Perhaps she might have remembered these, but she did not want to run the risk. Once at a country school picnic she had seen the little boys and girls playing a pretty game and she wanted to remember every detail so she wrote it out for her own pupils. In a city school she had found the pupils making little baskets of wild grasses sent them by a country school in exchange for some work they had contributed, and she wanted to keep in mind that it is well for country and city schools to exchange materials once in a while, so that suggestion went into the book.

She obtained ideas from all kinds of meetings and sources for her book as the days flew by.

Then when the dark days came when her head ached and her whole body throbbed she was able to bring out something novel and interesting to keep the children happy and busy, and still keep up the lessons. She had the pleasing consciousness that the little world in which she moved was not standing still because she was tired and discouraged, but rather that the fresh or crisp suggestions were worth more because the children had to carry them out in a great measure alone. Of course there is the danger that the book might be resorted to when the teacher was anxious to shirk duty or when pleasure stepped in, but the true teacher can be trusted to keep such a book for the real "rainy days," that come to the healthiest and happiest beings in this old world. And then such a book is worth its weight in gold.

To how many schools in the Maritime Provinces could the following apply? Our janitors are keeping the rooms clean, the floors oiled, the basements disinfected. The feather duster has become a thing of the past and all dusting is done with a cloth dampened with a disinfectant, no sweeping is allowed during school hours. J. W. Risley, 1915-16 report, Owensboro, Ky.

BIBLE READINGS FOR OPENING EXERCISES.

- | | |
|------------------------------|-------------------------|
| 1. St. Mark xii, 28-31. | 2. Psalm cvii, 1-8. |
| 2. Jeremiah xxix, 11-13. | 3. St. Mark iii, 31-35. |
| 3. Psalm xxxiii, 1, 4-8, 11. | 4. Micah vi, 6-8. |
| 4. St. Luke xviii, 35-43. | 5. Isaiah xii, 1-5. |
| 5. 1 Corinthians xiii, 1-7. | 1. St. Luke vii, 11-16. |
| 1. Psalm c. | 2. Psalm xv. |
| 2. St. Matthew v, 43-48. | 3. Proverbs ii, 1-6. |
| 3. Proverbs iii, 1-7. | 4. St. Mark x, 13-16. |
| 4. St. Mark iv, 35-41. | 5. St. John iv, 46-53. |
| 5. Ephesians iv, 31-32. | 1. St. Mark xiv, 3-9. |
| 1. St. Matthew xxv, 31-40. | 2. Psalm xxiv, 1-5. |

THE CURRENT HISTORY CLASS.

(The answers to the following questions will be given in the March issue of the REVIEW.)

1. What warring country has launched a "victory" war loan recently?
2. In what section of the Atlantic did the German raider sink the first fourteen ships?
3. What famous American admiral died in January?
4. Where did a naval battle between destroyers take place during January?
5. What are the highest awards given for valor by the British, French and Russians?

ANSWER TO LAST MONTH'S QUESTIONS.

1. The Roumanian Oil-fields.
2. August 22nd, 1916.
3. Six, namely, German East Africa, German South Africa, the Cameroons, Kiaochau, German Samoa and German New Guinea group.
4. December 31st, King Charles.
5. Lloyd George.
6. America, sent by President Wilson.
7. Thirteen.
8. Greece.

TO ENCOURAGE NEW SUBSCRIBERS.

To encourage new subscribers, we are refunding one dollar, to the sender of every tenth new subscription to the Educational Review, for one year, cash with order, received during the months of January and February. As this special offer only holds good during the two months mentioned, we suggest that you send in your orders at once. The subscription price of the EDUCATIONAL REVIEW, is one dollar, a year, paid in advance, postage prepaid by the publisher. A list of those to whom the subscriptions are being refunded will appear in our next issue.

EXTRACTS FROM TEACHERS REPORTS.

The following are extracts taken from reports of work, submitted to an inspector, by two teachers in Nova Scotia. The methods they use may be helpful to others.

FIRST LETTER.

To give you an idea of our work I'll describe one of our lessons:

Topic — Plant Societies.— I asked each member of the class to bring to school next day, about six plants that grew in wet, marshy soil. For our lesson we had quite a variety of plants to examine. The class tried to find a reason for the plants preferring the wet soil to the dry. They learned a number of new plants, and knew what was meant by a wet region society. They pressed the typical plants belonging to that society. We studied the other societies in the same way. They were learning at the same time about the way different plants live, the names of new plants, etc. Finally we read about plant societies in Bailey's Botany.

We studied other topics the same way, fruits, leaves, stems, roots. It is not possible for us to do so much work now. Last week the class proved by a laboratory experiment that leaves contained chlorophyl. We are also studying physics.

SECOND LETTER.

We spent the remainder of the quarter studying the farm weeds, and deciding what were weeds. The children showed a surprising amount of interest in this; and I was often quite bewildered to know what plant they were talking about, partly because the season of the particular weed was over, partly because of my ignorance of our common weeds, and also because they used local names. Neither "Farm Weeds of Canada" nor the "Botany" supplied the missing link. We kept a list of these; and when they grow next spring we hope to identify them.

I am enclosing a list which was finally entered in "Nature Books," together with drawings of quite a number. The latter were done in crayon colors, and, while far from being artistic, are interesting.

We are going to study our native fruits next.

A school garden is impossible here. Our grounds are too rocky to permit of being ploughed and are not fenced. I should like to try flowers in the home gardens as we are very very "utilitarian" in our habits in this community.

THE QUESTION BOX.

A large number of questions have been received this month, but as the answers in every case were of great length it was impossible to give space. They are therefore being sent direct.

Fredericton, January 26.—The Brown Tail Moth nests are being found in greater numbers in New Brunswick this winter than last, according to the reports that have been received here by Mr. William Keenan, forest assistant to Mr. L. S. McLaine, field officer in charge of the survey work in this province.

PROS AND CONS OF THE HIGH SCHOOL LITERARY SOCIETY.

In a recent issue of *School and Home Education*, there is an interesting report on the weaknesses and advantages of a high school literary society.

The weaknesses reported are:

1. Lack of attractiveness of literary work in comparison with athletics.
2. The exclusive spirit which turns societies into fraternities and sororities.
3. Of the one third of the schools which give no credit for the work, many state that the societies would be worth more if they could effect an organization awarding credit for graduation.
4. Teachers, already overburdened, have too little time for supervision of the societies.
5. Programs were reported by the majority as weak and unorganized.

The advantages reported were:

1. Value of parliamentary drill.
2. Thinking and delivering of thought before an audience.
3. Development of a sense of responsibility from committee and program work.
4. Development of initiative, originality, executive ability, charity, tact, loyalty, self confidence, poise, a critical sense of leadership, and skill in the use of the library.
5. Creation of interest in other forms of literature.
6. Laboratory for all phases of "Better Everyday English."
7. Ninety per cent of reports indicate the work worth while.

Recommendations offered were:

1. That English teachers having charge of the societies be given one less class
2. That teachers of "practical public speaking" be employed.
3. That a committee be appointed to prepare a syllabus for a year's work for literary societies, so that the giving of credit would be justified.

The college and the community.—Students in the division of applied accounting in the University of New York make free audits of charitable, civic and social agencies.

BRANDES ON IBSEN.

"Ibsen's name was the greatest of the literature of the three Scandinavian countries. The intellectual life of three centuries culminated in him. And he was, during the last years of his life, the dominating personality of the literature of both Europe and America.

"It is, as a rule, a curse for an author to be born in a small country. It is easier for a third-rate talent who commands a world language to win general renown than it is for a man of the highest type dependent upon translations. And this does not apply to poetry only.

"Besides, when a man's works are translated it is often found that while admirably adapted to his own community, they are out of harmony with the great world. His works have been molded to suit his surroundings; they abound in references, allusions, mannerisms which the outside world does not appreciate or understand.

"If Ibsen surmounted all such obstacles, and despite everything set his stamp on the literature and thought of the world, it is first of all because his plays are written in prose, in sharp, crisp, meaty dialogue, of which not too much is lost in translation. And secondly, because as Ibsen developed and unfolded his art, he ceased writing for the North alone, but worked with the public of the world in mind."—George Brandes, in the *February Century*.

LITTLE ARTISTS.

In summer-time, we play that we
Are artists great and grand,
And then we draw a picture
Of the sandman on the sand,
In winter-time, we play that we
Are sculptors great, and so,
We have to build a statute of
The snowman on the snow.

But though we work so very hard
All through each summer day,
The whitecap waves are sure to come
To wash our work away;
And though in winter-time we strive
So hard to gain renown,
The sun *will* melt our statute,
Or the wind *will* blow it down!

—Mabel Livingstone Frank, in the *January St. Nicholas*.

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CURRENT EVENTS

The War from January 10th to February 8th.



Map showing Kut-El-Amara upon which the British forces under General Maude are now converging. It is expected the fall of the city will be announced before long. The British have built a railway line along the Banks of the Tigris nearly to Kut-El-Amara and are no longer dependent upon river transportation.

During the past month events have crowded in one upon another commencing with the Entente's reply to the American note up to Germany's launching of her ruthless sea campaign.

The reply to America sent by the Allies gave general terms for ending the war but avoided going into particulars, stating that when Germany is ready to negotiate for peace on a basis that will amply guarantee the future security of the small nations of Europe with full reparation for damage done, they would announce their exact terms which must be met, but meanwhile declaring emphatically that they do not desire Germany's ruin. On January 18th startling news was revealed to the effect that a German raider or raiders of about five thousand tons, in the former case with torpedo tubes, had evidently ran the blockade of the Allied navy and escaping into the Atlantic ocean between Azores Islands and the South American coast worked tremendous havoc with the shipping of the Entente Allies. Since that time, however, the navies of the Allies have evidently located these piratical craft and although some fourteen vessels were sunk during the first day or two no further losses in that area have been reported.

Both Switzerland and Holland have recently had grave fears of the Teutonic hordes entering their lands, as on both frontiers German forces were observed making additional entrenchments, etc. On the western front towards the end of January the Huns stormed Verdun Hill, but later despatches report that the French troops recaptured most of the trench positions in violent counter attacks. On the British section of the front most successful raids have been made in the districts south of Loos and also north of Becourt-Sur-Ancre. These operations, though greatly hindered by climatic conditions, nevertheless proved that when the right time arrives and the full force of the British armies of Northern France and Belgium are let loose there will be little doubt as to the issue.

Heavy fighting has occurred in both the Riga district where the Germans made

fierce attacks over the frozen marshes southwest of Riga. These, however, were repulsed, and although the Russian forces had to fall back in the region of Aa river the battle ended in victory for the Russians. On the Roumanian front the forces of winter have held sway. Both the warring armies being held up by tremendous snow-storms, although in one or two minor cases the Russian and Roumanian soldiers being more able to stand the vigorous weather managed to penetrate the Teutonic lines at some points.

British forces have been victorious over the Turks southeast of Kut-el-Amara having taken positions from the enemy along the Tigris, the right bank of the river now being clear of Ottoman troops.

About the twenty-third of January a naval battle between British and German destroyers took place off the Belgium coast with the result that according to the latest despatches some ten German vessels were either sunk or damaged whilst a British torpedo destroyer was lost.

The Italian battleship "Regina Margherita" struck a mine and sank with the result that 675 men perished, 270 being saved.

On the Trentino and Julian fronts the usual bombardments and trench raids have taken place but otherwise things are fairly quiet in the Italian area.

The most important news during the past month was the fact that Germany had declared unrestricted submarine warfare. Notes to this effect having been handed on January 31st by Count Von Bernstorff to the American ambassador Gerard. Thus began the long feared campaign of ruthlessness conceived by Von Hinderburg. By this action of the Teutonic Allies the United States were faced with severance of diplomatic relations with Germany with all its eventual possibilities. The actual wording of Germany's warning was as follows:—"From February 1st, 1917, within barred zones around Great Britain, France, Italy and in the Eastern Mediterranean, all sea traffic forthwith will be opposed."

Towards the end of the month some three hundred and fifty lives were lost through the British auxiliary cruiser "Laurentic" being sunk by a mine or torpedo.

On February 3, United States severed diplomatic relationship with Germany as a result of the latter's decision as to submarine warfare.

General News Items.

The London Gazette announces the title of Max Aitken as follows: Baron Beaverbrook, of Beaverbrook, in the province of New Brunswick, in the Dominion of Canada, and Cherkley in County Surrey, England.

The steamship Newton, built five years ago at a cost of \$400,000, owned by the France and Canada Steamship Co., has been chartered for twelve months for \$1,200,000. The Newton is 7,300 tons, 389 feet long, 54.6 beam.

Fifty natives were killed and 200 others were injured in an earthquake on the Island of Bali, in the Malay Archipelago, according to a dispatch from Amsterdam to the Central News. More than a thousand houses and factories and the native temples were destroyed. The governor's palace was seriously damaged.

Bali is one of the Dutch possessions in Asia forming the territory of Dutch East India. The island is seventy-five miles in length, forty miles in its greatest breadth and has an

area of about 2,100 square miles. Its population is estimated at about 700,000. The mountain chains traverse it from east to west and they include the volcano of Gunong Agong.

Gold production of United States in 1916 was valued at \$72,316,400, a decrease of \$8,719,300 from 1915. Silver production last year was 72,883,800 ounces, a decrease of 2,077,275 ounces from 1915. California led in gold production with \$22,110,300 and Montana was largest producer of silver with 14,751,000 ounces.

London estimates that the gross public debt of England, when the British fiscal year closes on March 31, will be \$19,346,000,000, as against \$10,987,000,000, exactly a year before, and only \$3,538,000,000 on March 31, 1914. Against the debt of next March, however, will stand some \$4,550,000,000 loans by England to her allies.

The Dresden arsenal has been blown up and 1,000 women and young girls killed, according to a letter taken from a German soldier dated December 30. The letter was written from Dresden, and the writer said that all the windows within a radius of twelve miles were broken by the explosion.

He added that the authorities were keeping the news secret, and that no railway tickets were being issued for Dresden except for urgent reasons.

Evelyn Baring, First Earl of Cromer, former British agent and consul-general in Egypt, died recently. He had been ill for some time.

The Earl of Cromer was born in 1841. He was appointed British agent and consul-general in Egypt in 1883, but resigned in 1907 owing to ill-health. It was said that Earl Cromer's sway in Egypt had been almost as absolute as that of an emperor.

The Ministry of Education of the Grand Duchy of Mecklenburg-Schwerin issued an order closing all schools for the fortnight from the twenty-second January. It is officially stated that the order was due to urgent considerations connected with the food supply, which unhappily made it necessary to suspend all school work for two weeks.

King Alfonso has signed a decree prohibiting Spanish ships from plying between foreign ports. All voyages must begin or end in Spain.

The decree also requires that the approval of the minister of public works be obtained to all sales of ships between Spanish subjects. Heavy penalties are provided for infractions of the decree.

An attempt was made recently to wreck a train on which King Alfonso was a passenger. The Royal train was preceded by a freight train, the engineer of which saw an obstacle on the track, and removed it. Neither the royal train nor the freight suffered any damage.

A provincial election in New Brunswick has been fixed for February 24.

The Garden at the School.—It is necessary to maintain a garden at the school building, however small that garden may be, in order to increase the valuation of home gardening in a community. The child does at home what he learns to idealize in school. Gardening is not worth while for a child unless his teacher shows him by example that it is worth while.

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THE LANGUAGE OF FOOTPRINTS.

"Among the Indians, the study of human footprints was carried to a fine point. Many of us would be able to say at a glance, 'Here goes So-and-so,' with perfect accuracy. Even the children would recognize instantly the footprint of a stranger from another tribe. It was claimed by some that character may be read from the footprint, just as some white people undertake to read it from the handwriting, on the ground that certain characteristic attitudes and motions of the body, reflecting mental peculiarities, affect the gait and consequently the pedal autograph. At any rate, our people were close readers of character, and I do not hesitate to say that faithful study of the language of footprints in all its details will be certain to develop your insight as well as your powers of observation."—Charles A. Eastman (Ohiyesa), in the January *St. Nicholas*.

The state of Wisconsin last year paid out \$10,200 to give country schools "kids" free rides to school.—Wisconsin Journal of Education, November, 1916.

SCHOOL AND COLLEGE.

A meeting of the U. N. B. Alumni Society was held in St. John recently, at which it was stated that a change has been made in the Alumni scholarships which are to be offered to students as a loan, to be paid back after a period of six years without interest. In the past it has been the custom of the society to award scholarships, of \$50 each year. In the future in place of the scholarships, two sums of \$100 each for two successive years, will be awarded to deserving students. For the purpose of selecting candidates for these awards the province will be divided into two sections, the St. John river roughly marking the division, one loan to go to a student from each section on each alternate year. A committee was appointed to consider, with other representatives of the University and the student and graduate body, the suggestion which has been made that a suitable memorial should be provided in honor of the U. N. B. men who have fallen on the field of battle.

Pupils of the Hyattsville, Md., High school have adopted a war orphan of France and have subscribed \$36.50 for its care for a year, an equal amount to be given by the French Government.

At Woodstock, January 8-13, about 100 school teachers took a short course in elementary agriculture and nature study work. The object of the instructors was to show how teachers may use nature study, including agricultural subjects, in their schools for menticultural purposes. William McIntosh, curator of the Natural History Museum at St. John, was one of the instructors. The meeting took place in the Vocational School.

Plans are being made by the members of the teaching staff of the Fort Fairfield high school for the establishment of an evening school for the benefit of those young man and others of the town who have not completed their education.

The monthly meeting of the Parent Teachers Association was held in Eaton hall, Milltown. The social side of the programme included solos by Miss Daisy Kerr, Miss Eleanor Busby and A. P. Dewar. James McIntosh, of the ninth grade, gave a very pleasing reading, and the girls of grade six were heard in a chorus. Refreshments were served.

Miss Nema Ward is now teaching in New Salem and was missed this term by her many friends of Shulee.

The day school opened at Bath with the same staff of teachers as last term, Thos. Pickhard in advance room and Miss Giberson in the Primary.

The school meeting called for by the Inspector of Schools, F. B. Meagher, Esq., was fairly large in attendance, but owing to the high cost of material and labour, caused by the war, the rate-payers expressed their appreciation of the efforts of the Inspector to obtain a better building for schools but regretted their inability to comply with the request.

Miss Lena McInerlin, of Maxwell, is teaching the school at Eel River Lake, Kirkwall, this term.

D. F. Tierney, Vice-Principal of the Souris High School, P. E. I., has enlisted after being twice turned down.

Dr. Carter, Chief Superintendent of Education, recently addressed a meeting in Sussex, on the subject of organizing a Parent Teachers Association.

The Trustees of the School Section Centre Burlington

held a meeting of rate-payers recently and decided to make extensive repairs on the schoolhouse next summer.

Misses Elizabeth Carroll and Blanche Scott were among the Caribou teachers who attended the county convention in Houlton recently.

A special meeting of the School Board, Fredericton, was held recently, when Prof. F. H. Sexton, who has been eminently successful in directing technical education in Nova Scotia, was present and expressed great willingness to assist the Fredericton School Board in maturing plans for enlarging the scope of practical work in Fredericton, and which the trustees propose to introduce through night schools.

Prof. Peacock, director of manual training in the province, was also present and assisted very much in the intelligent discussion of this important phase of educational work. The chairman and different members of the School Board plied Prof. Sexton with questions and much valuable information was obtained at the conference. A later report states that these night classes commence February 6.

Miss Geneva Fountain, of Chocolate Cove, has taken charge of the school at Lambert's Cove for the present term.

It is understood that Dr. Charles Cudworth Defane of Boston will fill the position of Associate Professor of Classics at the Mount Allison Faculty for the ensuing term. Dr. Delane will succeed Dr. J. W. Cohoon who has recently donned the King's uniform as a member of the Canadian Field Artillery and who leaves shortly for Kingston to take a course at the Royal Military College there.

The school teachers of St. John, Fredericton and other places, are asking for an increase in their salaries, petitions to that effect having been brought before the different Boards of School Trustees.

Acting Superintendent Shaw and Inspector Boulter paid their semi-annual official visit to the Cape Traverse school, P. E. Island, recently. A large number of rate-payers and visitors were present at the inspection. Both the Superintendent and Inspector reported very favorably on the high class work which was being carried on by the teachers, Fred Bell and Miss Elma Inman.

A short course in agriculture was held at Mt. Stewart from January 29 until February 2.

M. C. Foster, for some years principal of the High School at Parrsboro, has been made Inspector of Schools for Digby and Annapolis Counties.

The semi-annual examination of Sea View School, Charlottetown, P. E. I., was held January 26th, and was well attended by rate-payers and other visitors. Henry Ready, the teacher, was presented by the pupils with a costly fountain pen, at the close.

The chief problem of articulation is to connect the high school with the elementary school. This can best be solved by regarding the seventh, eighth and ninth grades as constituting a unit intermediate between the lower grades and the high school. This new unit should be reorganized to provide for individual and group interests and for instruction suited to adolescent capacities.



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As an investment these certificates offer many attractive features — chief of which are the absolute security and the excellent interest return. For every \$21.50 lent to the Government now, \$25 will be returned at the end of three years.

There are two other features which are especially interesting to small investors. First, the certificates may be surrendered at any time, if the buyer should need his money; and second, each certificate is registered at Ottawa in the buyer's name and, if lost or stolen, is therefore valueless to anyone else.

But while they are excellent from an investment standpoint, the certificates should appeal strongly to Canadians because they offer to those who must serve at home a splendid opportunity for a most important patriotic service. The person who honestly saves to the extent of his ability and places his savings at the disposal of the Government by purchasing these certificates, may feel that he is having a direct share in feeding, equipping and munitioning our Canadian soldiers, who are so nobly doing their part.

Teachers being human, their personality is affected by their surroundings, and pupils are influenced, willingly or not, to imitate their teacher. Too much cannot be done to make them cheerful, happy, energetic models for the members of their classes.

RECENT BOOKS.

Amateur Circus Life by Ernest Balch, price \$1.50, published by The MacMillans in Canada, St. Martins House, Toronto. This book is decidedly one for boys. Around the "circus" idea the author builds a very interesting and practical system of physical training, a system which will greatly benefit the growing boy, which will appeal to his love of "shows," and at the same time call for no expensive outlay for equipment. In addition to his strictly "circus" chapters, Mr. Black has one or two articles for the teacher or parents which make clear how, underlying all the subjects, there are fundamental precepts and rules drawn from his years of experience with boys which would be of great value in building up strong bodies. The work is profusely illustrated with half-tones and lined drawings prepared from photographs of boy amateurs taught in class by the method of physical training advocated in its pages. We consider that *Amateur Circus Life* fills a long standing want with regard to the physical training of boys and girls, and heartily recommend it to all those who have the physical care of the younger generation at heart.

Story-telling, Questioning and Studying by Herman Harrell Horne, price \$1.50, published by The MacMillans in Canada, St. Martins House, Toronto. Within the past few years the literary market has been almost flooded with text books as to story-telling, etc. Some of them have been well worth investing in, while others were hardly of any value. *Story-telling, Questioning and Studying* is certainly in the former class. Taking these three main school arts and dealing with them in a most practical way it certainly forms a book which all teachers may well have at hand. The work has all ages in mind, and to quote from the preface, consequently those who read for practical guidance only will find a few pages here and there which they will prefer to omit. Those who read all for the sake of the subject themselves whether they be apprentices, journeymen or masters, will probably find nothing untelligible though it be unusable. The contents of these studies, such as the definition of a story, the form of a story, the purpose of story-telling, how to tell a good story, the place of a story in education, under the heading of "The Art of Story-telling," and the importance of questioning, the kinds of questions, the answer, reference to the art of questioning, catalogued under the heading of "The Art of Questioning," and the "Art of Studying" comprising such interesting subjects as the definition of studying, how to study, training pupils to study, and the five rules of study, have been given in literature form from time to time in the extra mural course for teachers of the New York University in Brooklyn, Newark and Paterson.

Heaton's Annual, price \$1.25, published by the Heaton Agency, 32 Church Street, Toronto. As this periodical is a recognized commercial hand-book of Canada and Boards of Trade register now running into the thirteenth year, comment is hardly necessary from us, but we would certainly recommend that teachers have a copy handy for reference as it might save them hours of searching in other directions when important questions with respect to financial, commercial regulations, customs information, etc., are required.

Carpentry, by Ira S. Griffith, The Manual Arts Press Peoria, Illinois, price \$1.00 post paid, is a treatise of the "every-day" problems of the carpenter and house builder. Unlike other books on the subject, it does not deal with miniature models or a few selected details, but treats of the practical problems of the carpenter from the "laying of foundations" to the completion of the "interior finish."

As a text-book on carpentry, it meets every student requirement. The language is simple, the selection, arrangement and presentation all that could be desired, and in perfect harmony with the best educational methods. Although many books have been published on various phases of house building, no single volume has attempted to cover the essentials of the subject in a manner adapted for school use. It is equally well adapted for reference use by students. Journeymen carpenters will also find it a valuable handbook.

The line drawings show a high standard of technique and the photographs, made by an expert, were taken "on the job" especially for this book. It is well printed on good paper, and is strongly and attractively bound uniform with "Essentials of Woodworking."

Harper & Brothers announce that they will put to press immediately for reprinting, Jane Grey's novel, *Wildfire*, which was published only last week. They will reprint also *The Mysterious Stranger*, by Mark Twain.

Col. William F. Cody, who died last week, tells in his book, *The Adventures of Buffalo Bill*, published by the Harpers, the story of his first fight with Indians. It was in 1857, when he was only eleven years old, that he killed an Indian. He was accompanying some cattle-herders when they were attacked on the South Platte River. The Indians stampeded the cattle, killed three men and then charged on the rest. A volley stopped them for the moment and the herders took refuge in the river, wading behind the bank on their way to Fort Kearney. Buffalo Bill fell behind and when he suddenly looked up at the bank above he saw an Indian's head. He aimed and fired and the next moment was terrified to see "about six feet of dead Indian come tumbling into the river." From that time forward, he said, "I became a hero and an Indian-killer."

The February *Century* is the Mid-winter Fiction Number, and in addition to an instalment of Gertrude Hall's serial, "Aurora the Magnificent," the fiction includes five short stories. Most of them are by new writers; for example, Thomas Beer, whose story of fraternal feeling, "The Brothers," opens the number; Gertrude Nafe, who contributes "One Hundred Dollars," a story of the fight against poverty; Roger Wray, author of "An Episode." Sarah N. Cleghorn is represented by a dramatic little narrative, "Mr. Charles Raleigh Rawdon, Ma'am," and Fannie Kemble Johnson contributes another adventure from the life of Roddy Ivor.

The number also contains two notable artistic features: an article on wood-engraving by the greatest living exponent of the art. Timothy Cole, illustrated by no less than seven of his finest engravings; and a series of five vigorous and characteristic lithographs of the munitions works of England, by Joseph Pennell.

OFFICIAL NOTICE.

New Brunswick School Calendar.
1917

1917. SECOND TERM.

- April 5 — Schools close for Easter Vacation.
- April 11 — Schools re-open after Easter Vacation.
- May 18 — Loyalist Day (Holiday for St. John City only).
- May 22 — Exams. for Class III License begin.
- May 23 — Empire Day.
- May 24 — Victoria Day (Public Holiday).
- May 24 — Last Day on which Inspectors are authorized to receive Applications for Departmental Exams., Reg. 38-6.
- June 3 — King's Birthday observed (Public Holiday).
- June 8 — Normal School Closing.
- June 12 — Final Exams. for License begin.
- June 18 — High School Entrance Exams. begin.
- June 29 — Public Schools close for Term.

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